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ABSTRACT

Written by participants in a summer workshop on media literacy, this guide is intended for use by teachers of students in grades seven through twelve. The main portion of the guide is composed of a unit of study dealing with manipulation in advertising. The unit contains four lessons covering the following areas: (1) advertising as manipulation, (2) the power of television commercials, (3) propaganda techniques used in media advertising, and (4) how advertisements persuade through words. Each lesson provides activities, materials needed, a statement of purpose, and objectives. The remainder of the guide contains a list of goals for media literacy, a copy of a television viewing questionnaire, and outlines for several media projects. (FL)

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Media Literacy

Curriculum Guide

Grades 7-12

Written by Participants in the Workshop--

Media Literacy for Teachers

Summer, 1981

Dr. Harold M. Foster, Director

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Curriculum

Curriculum Guide

Manipulation in Advertising

For Use on a Secondary Level
7-12

It is assumed that an individual teacher may want to modify specific activities within to relate to the needs, interests and abilities of the students.

Goal: To increase the students' awareness of manipulation through advertising.

Unit Length: Approximately 2 to 3 weeks. Lessons are presented in suggested sequential order.

Lesson I

Manipulation in Advertising

GOAL: To increase the awareness of manipulation through advertising.

LENGTH: One to two days at the discretion of the teacher.

MATERIALS:

1. A two section quiz to be dictated (see attached sample).
2. Logo work sheet and answer key (see attached sample).

PURPOSE: This activity is to serve as an introduction to the concept that advertising is manipulative.

OBJECTIVE:

A. The students will be able to list reasons why they are more able to complete or recognize commercial slogans rather than to recall cognitive materials.

B. Students will be able to recognize and discuss manipulative symbolism used in advertising after completing the logo worksheet.

DAY I

Without any introduction, explain to the students that they will be taking a two-part quiz that will be dictated by the teacher. IT IS EXTREMELY IMPORTANT that they work alone and do not make any comments while taking the quiz.

1. Teacher dictates quiz. (Sample attached. Adjust according to class level. Allow approximately 20 minutes for giving and grading the quiz.)

2. After the quiz is completed, discuss the answers and have students grade their own papers. Grade each part of the quiz separately. Ten points for each section.

3. Discuss with students why they know the commercial slogans better than the cognitive material. Elicit these ideas as the discussion moves along.
   1. Repetition of commercials.
   2. Catchy slogans and jingles.
   3. General manipulative techniques of commercials. (these ideas will be developed in another lesson.)
   4. Ask students to compare the points 1, 2, 3, with the way material is presented in a classroom or on a newscast. For example, cognitive material that they have to learn or should know.

4. To begin developing an awareness of the whole unit, ask students to discuss if advertising as a whole is harmful.

THE DISCUSSION WILL TAKE AT LEAST THE REST OF THE PERIOD. SEE NEXT DAY IF YOU WANT A HOMEWORK ASSIGNMENT.

DAY II

1. As a homework activity or a second day activity (at the discretion of the teacher) tell the students that they are going to look at just one technique that advertisers use to sell a product.

   (Distribute the worksheet - either as homework or as a quiz.)

2. After the worksheet is completed, discuss the correct "answers" and then branch into a discussion of why companies have logos and why they choose the ones that they do for their companies.

   EXAMPLE: Why has Mercury chosen the Cougar?
   Elicit ideas on the Cougar--swift, sleek.

   Tony the Tiger -- Fantasy breakfast pal, children can relate to him. A cartoon.

3. After discussing all logos with students that they seem familiar with, discuss the ones that they are not familiar with and what this indicates. (Failure to pick something the public could relate to; failure in advertising; does this mean that the product will not sell?

HOMEWORK ASSIGNMENT

Pick any logo that a product uses that is not on the sheet. Write two paragraphs explaining:

1. Why the company chose it.
2. Whether it was a successful choice. (Do people relate it to the product?)

DICTATED QUIZ: LESSON I, DAY I

DO NOT GIVE AN INTRODUCTION TO THE STUDENTS. The first 10 questions are slogans the students must complete. The teacher should use commonly-used advertisements. The following are suggestions:

1. Have a _____ and a smile. (Coke)
2. Fly the _____ skies of _____. (friendly, United)
3. Choosy mothers choose _____. (Jiff)
4. Weekends are made for _____. (Michelob)
5. Mr. Whipple says, "_____." (Please don't squeeze the Charmin.)
6. Give your cold to _____. (Contac)
7. How do you spell relief? (R O L A I D S)
8. How do you handle a hungry man? _____(The Manhandlers)
9. Two scoops of _____ in a package of _____. (Raisins, Raisin Bran)
10. We're the other guys. _____ (B. F. Goodrich)

DO NOT INTRODUCE MATERIAL TO THE STUDENTS. (These questions should be chosen for your class to reflect concepts that they should have learned in school or current events.

These questions are appropriate for ninth graders.

1. Who is Anton Chekov?
2. Who is our Secretary of State?
3. What is a simile?
4. Give the square root of 1,681.
5. Who is the Prime Minister of Great Britain?
6. What document guarantees Freedom of the Press?
7. Who is the Mayor of Akron?
8. What is OPEC?
9. What is photosynthesis?
10. Who was the President of the United States during WWI and the Great Depression?

Logo worksheet, Lesson I, Day 2

Can You Identify These Animal Logos? ★☆

A "Whose Zoo" in Advertising

Unless you're just returning from a long safari in Zaire, most of these animals from today's advertising world will look familiar to you. But can you name the companies or products they represent?

Answer Drawer, page 68

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20 _____

ANSWER KEY FOR LOGO WORKSHEET

CAN YOU IDENTIFY THESE ANIMAL LOGOS?

1. RCA Victor
2. Jordache jeans
3. Merrill Lynch
4. Cougar
5. Pocket Books
6. Schlitz Malt Liquor
7. Camel cigarettes
8. Trix cereal
9. Exxon
10. Greyhound
11. Metro-Goldwyn-Mayer
12. John Deere
13. Kiwi shoe polish
14. Mustang
15. Playboy
16. Kellogg's Super Frosted Flakes
17. Hartford Life Insurance
18. Volkswagen Rabbit
19. Bantam Books
20. Borden

Lesson II

ACTIVITY: Film - "Bronswik Affair" + Discussion

LENGTH: 1 - 2 class periods.

MATERIALS: "Bronswik Affair" an educational film which is very funny, and deadly serious. It cautions against heightened consumerism prompted by a steady flow of commercials."
- This is a free-loan film, obtainable from:
Canadian Consulate: Mr. Topping
1920 First Federal Building
1001 Woodward Avenue
Detroit, Michigan 44226
Phone Number: 313-965-2811

PURPOSE: Viewing this film should arouse interest in the power that TV, and especially commercials, have on the unsuspecting, unarmed viewer.

OBJECTIVES:
1. Students will be able to describe the "Affair" either verbally or in writing.
2. Students will be able to describe the manipuload and discuss whether it is real or imaginary.
3. Students will be able to discuss methods by which consumer behavior is controlled.
4. Students will be able to discuss the differences between "Electronic tampering" and a sales pitch.
5. Students should be able to determine if the "Bronswik Affair" is really over.

PROCEDURES:
1. Show film with minimal introduction as this will often cause students to be more attentive.
2. After viewing, permit guided discussion.
Suggested questions:
a. What was the "Bronswik Affair?"
b. Was it real or fictitious?
c. Does an apparatus such as the manipuload exist? could it? should it?
d. If devices like the manipuload do not exist, are there techniques or other gimmicks, devices that allow viewers to be manipulated?
e. What might these be?
f. This film suggests that large conglomerate business controls TV broadcasting by way of the commercial.
If this is true:
- should we trust big business to do the right kind of advertising?
- if not, who should control or regulate TV advertising?
- why would you trust, or not trust, these people?

Lesson III

ACTIVITY: Introduction to advertising and advertising techniques.

LENGTH: 2 - 4 class periods.

MATERIALS: Teacher notes, local newspapers, magazines, tape, staples, markers, poster board.

PURPOSE: To introduce 10 basic propaganda techniques used in the media, and to illustrate the uses and appeal of these techniques.

OBJECTIVES: Students will be able to identify appropriate propaganda techniques used in media.
Students will be able to accurately analyze TV commercials, both verbally and in writing.

PROCEDURES:
1. Introduce the term propaganda.
   a. discuss: sources, uses, and meanings.
2. Relate propaganda to advertising.
   a. purpose of ads: follow outline - Part I & II.
   b. types of ads: follow outline - Part III.
   c. discussion session: relating examples.
   d. assignment: Students will bring in various newspapers and magazines (Time, Good Housekeeping, Sports Illustrated, and Motor Trend).
      - distribute media to small groups (3-5)
      - each group should select its best example of each propaganda technique (10).
      - each example will be displayed on posters with an appropriate statement explaining the choice.
      - Class presentation of group posters and interaction.
   e. Homework: with 2-3 days, students will identify in writing several (10) TV commercials by category.

NOTE TO TEACHER: This exercise can be used as an outline for leading class discussion, or it may be duplicated and handed out as a study guide for individual or group work.

I. PURPOSE OF ADVERTISING

A. Fulfill a need. If the product is a necessity, the advertising will focus on how this particular brand fulfills your need BEST.
EXAMPLES:

B. Create a need. If the product is not an absolute necessity, the advertising will try to convince you that it is.

II. GOOD AND BAD ADS

A. A good ad will:
1. describe the product, giving a clear description of what it is supposed to do and NOT supposed to do.
2. present clear, fact-based advantages of the product.
3. be easily understood and interpreted.

B. A bad ad may:
1. not give sufficient information.
2. base its primary pitch on emotion, sex appeal, etc.
3. be filled with technical jargon and misleading words.

III. TEN COMMON TYPES OF ADS

A. Doorbuster--will feature 2-for-1, major discount, or "loss leader" item (a small quantity of extremely low-priced product). Remember, the main purpose is to get you to the store, or get you to try the product.
EXAMPLES:

B. Testimonial--use of a famous person to endorse. Remember the person is not always an expert in what he is recommending.
EXAMPLES:

C. Direct Comparison--it is now legal to compare your product with your competitor's by name. Be sure the comparison is valid.

D. Tradition--the approach that "we're the leading brand" or "we've been around for years" is not always valid--does this guarantee excellence?
EXAMPLES:

E. Snob appeal--identify the users of the product as "discriminating" "intelligent" "he-man" etc.
EXAMPLES:

F. Slogan--use of a catchy phrase, which may or may not give any information about the product at all.
EXAMPLES:

G. Bandwagon--the "everybody else is doing it" approach.
EXAMPLES:

H. Emotional appeal--identify the product with a cute kid, loveable animal, fun situation, warm family scene, etc.
EXAMPLES:

I. Sex appeal--either identifies the product with an attractive model (male or female), or suggests that the product's use will improve one's sex life.
EXAMPLES:

J. Humor--uses comedy to catch the potential buyer's attention, with the understanding that recognition often leads to purchase.
EXAMPLES:

LESSON IV

DAY I

LENGTH: One period

ACTIVITY: Persuasion Through Scripting

MATERIALS: Video-taped commercials (if not available, assignment can be completed at home.)

PURPOSE: This activity should increase the students' awareness of persuasion through words used in TV commercials.

OBJECTIVES: After viewing several TV commercials, the student will be able to pick out words the script writer has used to make us believe things that have only been suggested.

PROCEDURES: 1. Give a lecture, lead a discussion or hand out a work sheet which includes the following information about manipulation through words. (taken from Wrighter, Carl P. Speaking of Words: A Language Reader. Holt, Rinehart and Winston, 1978.)

Advertising has power. And advertising works. And what it really boils down to is that advertising works because you believe it. You're the one who believes Josephine the Plumber really knows about stains. You're the one who believes Winston tastes good like a cigarette should. You're the one who believes Plymouth is coming through. Why do you believe these things? Because advertising makes you believe through words. They can do anything. They can make you hear things that aren't being said, accept as truths things that have only been implied, and believe things that have only been suggested.

Below is a list of words and a description of how scrip writers use them to manipulate us.

HELP: "Help" is the one single word which has done the most to say something that couldn't be said. "Help" is the great qualifier; once you say it, you can say almost anything after it.
"Helps Keep You Young"
Helps prevent cavities"
"Helps keep your house germ-free"

You've never heard a commercial say, "This product will keep you young," or "This toothpaste will positively prevent cavities for all time."

Seventy-five percent of all advertising using the word "help". Think how many times each day you hear these phrases:
"Helps stop"
"Helps prevent"
"Helps fight"
"Helps overcome"
"Helps you feel"
"Helps you look"

LIKE "Like" is a qualifier, and is used in much the same way as "help." But "like" is a comparative element. "Like" is used to get you to stop thinking about the element, per se, and to get you thinking about that is bigger, better or different. Scriptwriters can make you believe that the product is more than it is by likening it to something else. For example:
"It's like getting one bar free"
"Cleans like a white tornado"
"Its like taking a trip to Portugal"

VIRTUAL OR VIRTUALLY "Virtually" means "in essence or effect, but not in fact". Today the word "virtually" is interpreted as meaning "almost, or just about the same as..." But that's not what it means. It means "not in fact."
"Virtually trouble free"
"Virtually foolproof"
"Virtually never needs service"

ACTS OR WORKS These two action words are rarely used alone, and are generally accompanied by "like". They need help to work, mostly because they're verbs, but their implied meaning is deadly, nonetheless.
"Acts like"
"Acts against"
"Works like"
"Works against"
"Works to prevent"

CAN BE, UP TO, AS MUCH AS, REFRESHES, TACKLES, FIGHTS, COMES ON A handful of action words, in the same category as "acts" and "works". The way to complete the thought here is to ask the simple question "How?" Usually, you won't get an answer.

2. Show the video-taped commercials (or ask the students to do the exercise at home). Ask the students to count the number of times the words on their list come up. Did "help" come up the most? Seventy-five per cent of the time? Are they now more aware of these words and how they are used to manipulate? Can they think of any other words not included in the list? ("the feel of", "looks like", etc.)

LESSON IV

DAY II

LENGTH: One period

ACTIVITY: Persuasion Through Editing

MATERIALS: Enough reproductions of the cards included so that each class member receives one set.

PURPOSE: This activity should increase the students' awareness of persuasion through editing.

OBJECTIVES: After arranging the group of cards, the student should learn that pictures, like words, contain meanings and ideas. The students should gain insight into the techniques of editing.

PROCEDURE:

1. (taken from Burrows, Thomas D. and Wood, Donald N. Television Production: Disciplines and Techniques. Dubuque, Iowa: William C. Brown Company, 1978.) Editing is the putting together of pieces of a program either by physically splicing film or tape or by arranging program elements by means of electronic transfer. Different segments of program material (pictures) can be edited together in a variety of ways.

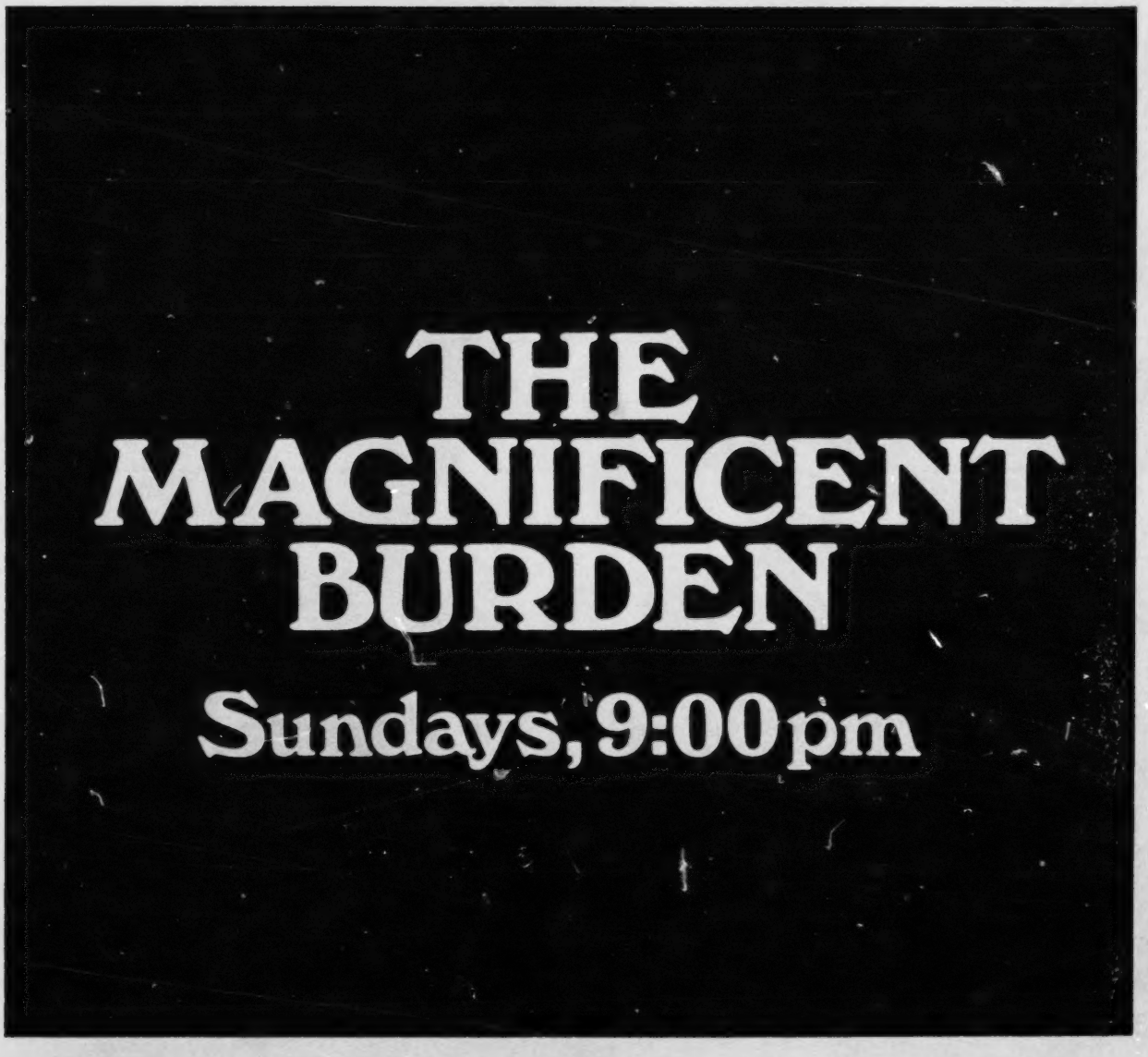
2. The seven photographs and one title card should be reproduced so that there is one set for every student.

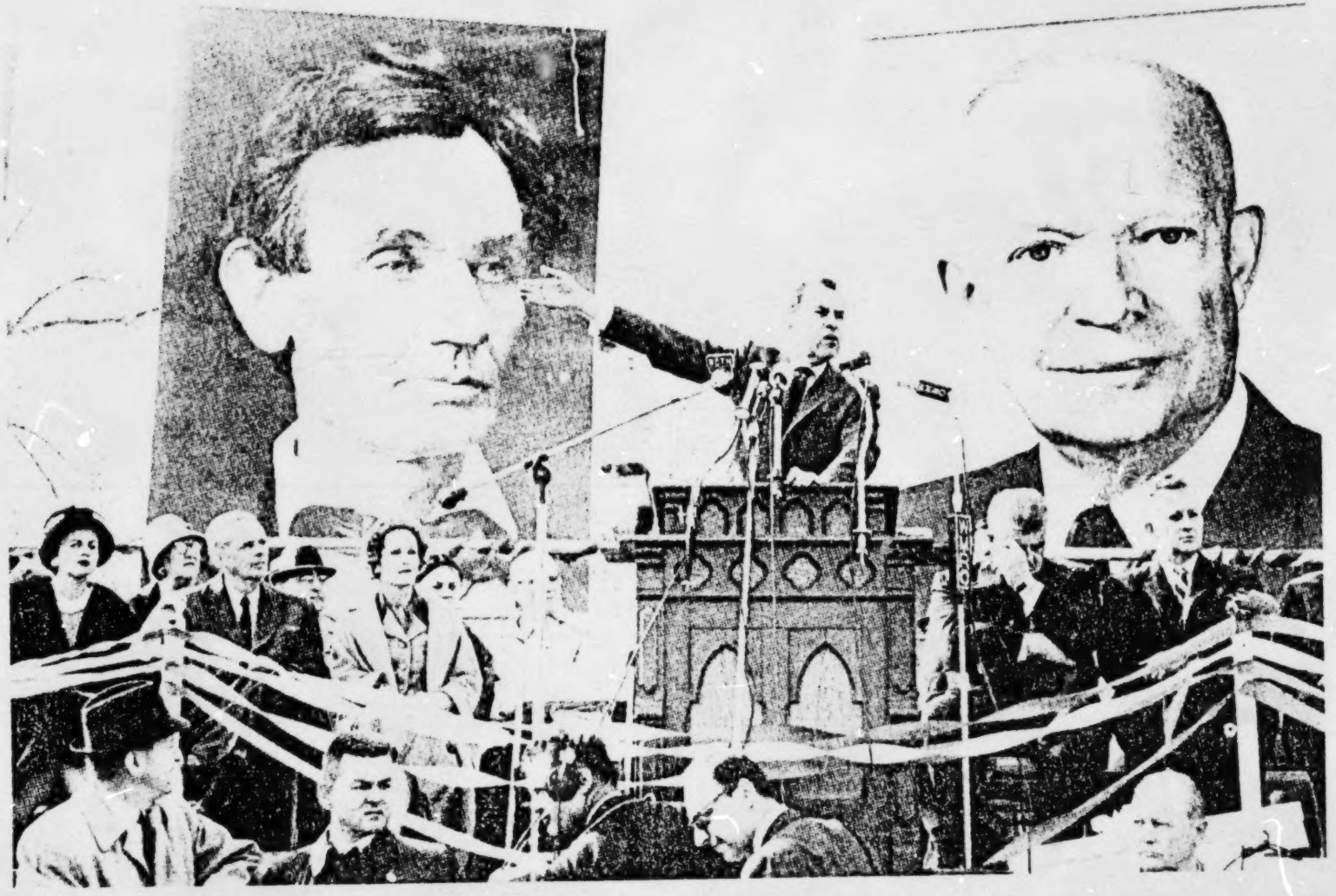
3. Each student should study the photos and decide upon a meaningful sequence of images. They should then write a script in regular script form (see example) about the pictures.

4. Each student will read their script to the class.

5. In the meantime, each class member should arrange their pictures to match the story being told.

6. After the student finishes reading his script, he will announce the order of his pictures. All other students will check to see if they arranged their cards correctly.


THE
MAGNIFICENT
BURDEN
Sundays, 9:00 pm

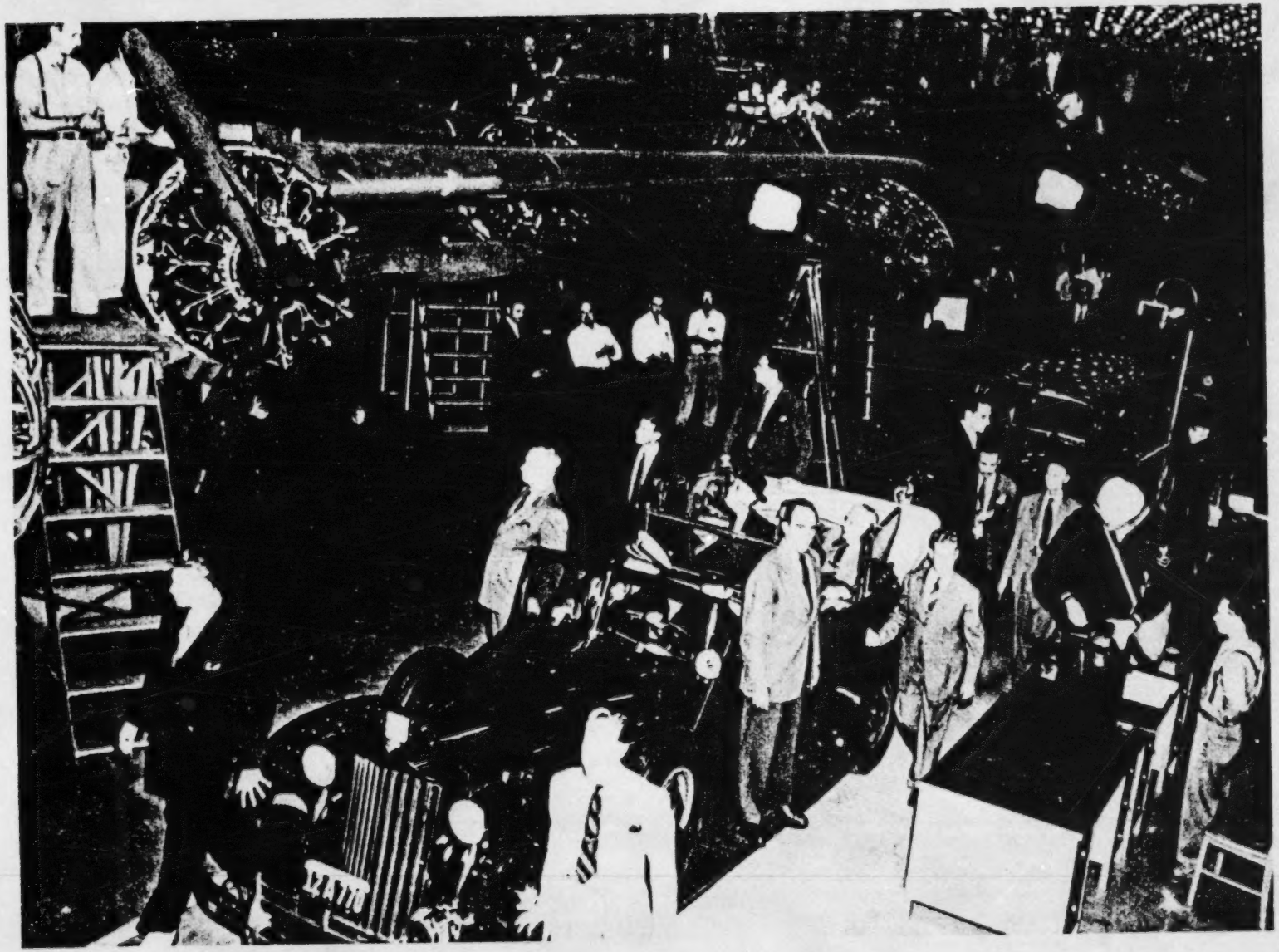


21

22

24

25



FOR THE PEOPLE
DISTRICT

The seven photographs and one super card included in this appendix are to be photographically enlarged and used in the class production projects for Sections 7.6 and 13.4.

D-2 "The Magnificent Burden" Visual Materials (Chapter 7)

VIDEO	AUDIO
CARD, CONVENTION	MUSIC: ESTABLISH 3 SEC. AND UNDER ANNC: WHAT QUALITY OF MIND IS IT THAT WOULD MAKE A MAN OR WOMAN WANT TO BECOME PRESIDENT OF THE UNITED STATES? STATURE?...POWER?...OR WEALTH?
CARD, PARADE	MOST OF THE MEN WHO ARE SERIOUSLY CONSIDERED FOR THE OFFICE HAVE ALREADY ACHIEVED MORE THAN ENOUGH OF THESE TO LAST MOST OF A LIFETIME.
CARD, ROOSEVELT	FRANKLIN D. ROOSEVELT, WHO SERVED THROUGHOUT A MAJOR DEPRESSION AND A WORLD WAR, EXERCISED MORE POWER FOR THE GOOD OF HIS COUNTRY THAN ALMOST ANY OTHER PRESIDENT BEFORE HIM. HE LED WHILE FACING PHYSICAL HANDICAPS

VIDEO	AUDIO
CARD, NIXON	THERE ARE TIMES WHEN CIRCUMSTANCES APPEAR TO OVERWHELM THE MEN WHO HOLD THIS GREAT OFFICE. A FINAL FAIR AND MEANINGFUL JUDGMENT OF THE PRESIDENCY OF RICHARD M. NIXON WILL PROBABLY NOT BE COMPLETELY WRITTEN FOR AT LEAST A DECADE.
CARD, CAPITOL	THE LONELINESS AND ISOLATION OF HIGH OFFICE, COUPLED WITH A TREMENDOUS PRESSURE OF DECISION, MAKE THE ACHIEVEMENTS OF THESE UNIQUE INDIVIDUALS SEEM TRULY REMARKABLE IN THE JUDGMENT OF HISTORY.
CARD, TITLE, SUPER	OUR PROGRAM, <u>THE MAGNIFICENT BURDEN</u>, PROBES THEIR VICTORIES AND THEIR DISAPPOINTMENTS....SUNDAY EVENINGS AT NINE.

LESSON IV

DAY III

LENGTH: 1/2 - 1 period

ACTIVITY: Analysis of Movement in Commercials.

MATERIALS: Videotape of commercials. The videotape might include advertisements for McDonald's, Amusement Parks, Soft Drinks and other high energy examples as well as slower aspirin and laxative commercials.

PURPOSE: This activity should increase students' awareness of manipulation through the use of movement in commercial advertising.

OBJECTIVE: The student will be able to recognize movement in commercials and understand the response the movement attempts to elicit.

PROCEDURE:

1. Show videotape of five or six commercials without sound.

2. Lead a discussion incorporating some of the following questions: It has been said that, "anything that creates movement is like recreating life itself." Do you agree? Describe what you just saw. What kind of life was presented? What were the advertisers trying to recreate? Were they successful? Describe the feelings you experienced while viewing the videotape. Why did some commercials have more movement than others? What audiences were the commercials trying to reach? Did the target audience influence the type of movement? How might the movement within a commercial negatively affect a product?

LESSON IV

DAY IV

LENGTH: 1/2 - 1 period

ACTIVITY: Analysis of Lighting in Commercials.

MATERIALS: Videotape of Commercials. The videotape might include advertisements for hair care products, scary movies. A make-up mirror with various light setting.

PURPOSE: This activity should increase students' awareness of manipulation through the use of lighting in commercial advertising.

OBJECTIVE: The student will be able to recognize lighting in commercials and understand the response the lighting attempts to elicit.

PROCEDURE:

1. Use the make-up mirror to demonstrate the effects of different light sources. Select a volunteer from the classroom. The volunteer will sit in front of the mirror in a darkened classroom with the remaining classroom members standing in a semi-circle behind. Watch the subtle changes in appearance of the volunteer as the mirror settings change from daylight to office light and finally to nightlight.

1a. Using the same procedure as outlined above, select three volunteers and have them (Female) apply makeup using the various light settings. Next, turn the light setting to one other than the setting by which the makeup was applied.

2. Discuss the effects of the different light settings.

3. Show the Commercial videotape.

4. Ask students to respond to the commercials in regard to Lighting. Which commercials had the most dramatic use of Lighting? What effect did the lighting seek to achieve? Describe the lighting techniques used in hair care commercials.

LESSON IV

DAY V

LENGTH: One class period

ACTIVITY: Composition in TV Commercials

MATERIAL: Clipboard with list of questions for interview.
Video Tape of commercials that show many close-ups. Example: Anacin, Murine Plus.

PURPOSE: This activity should help students become aware of the structural device of composition.

OBJECTIVE: Students will be able to describe the intensity created by close-up shots and the relaxation of a long shot.

PROCEDURE:

1. Choose 5 to 10 students and ask them to stand outside the room. Explain that they are to be interviewed one at a time in a survey and that they are being asked to stay in the hall so that their answers will not influence each other.

2. Choose one student to be the interviewer. Explain to him or her and the remaining members of the class that the purpose of this experiment is to observe how a person's "space" is violated by being too close and/or that tenseness or nervousness is created when the image, object, or face is extra large to the viewer.

3. As each student is brought in for an interview, each member of the class should write on a piece of paper the name of the student to be interviewed and keep a tally of how many times he or she backs away from the interviewer. Backing away is an indication that tenseness has been created and he or she is trying to relieve this by placing himself at a more comfortable distance.

4. The interviewer should be given a short list of survey questions that concentrate on one subject (i.e., Time spent watching TV or types of programs). Explain to the interviewer that he or she is to stand as close to the student being interviewed as possible and place his face directly in front of the student's face as often as possible.

5. After all students have been interviewed, they should discuss how they felt about the interview and why.

6. Show the tape of the commercials and discuss the effect close-ups have on viewers and what devices were used to create this effect in the commercials.

LESSON IV

DAY VI

LENGTH: One class period

ACTIVITY: Color and Sound in TV Commercials.

MATERIAL: Box of crayons for each student
Blank paper for each student
Record player and records
Video Tape of commercials

PURPOSE: This activity should help the student become aware of the relationship between music and color and movement creating emotion.

OBJECTIVE: Students will be able to discuss and identify the emotional effect color and music can create in the viewer/listener.

PROCEDURE:

1. Give each student a package of crayons and blank paper.
2. Explain they are to listen to the music being played then choose any color they wish and draw lines, circles or whatever they wish on the paper.
3. Play several selections of music from slow mood music to fast highly stimulative music. Music from the middle east, rock, jazz and/or sound effect from the BBC Sound Effect Library.
4. Ask the students which colors they chose in each case. Discuss the possible reasons for these choices. Discuss the speed used when drawing the circles, etc.
5. Show video tape of commercials that create different emotions through color and/or music. Examples: Velamint, Lipton Tea, Busch Beer, etc.

EVALUATIVE PROCEDURES

The following list of activities may be:

1. Student-selected on a contract basis
   a. individual
   b. group
2. Selected and assigned by the teacher

ACTIVITIES

1. Have students keep a journal logging/describing/analyzing the effects NOT watching TV for a week has on themselves/their family.

2. Have students keep a journal logging/describing/analyzing their TV viewing habits for one week. Journal entries should include discussion of specific TV shows and commercials, analyzed according to the ideas already discussed in class.

3. Have students write a detailed essay attacking or defending the harm/value of the TV medium. (This assignment could be expanded to include required library research.)

4. Have students write an attack or defense of Howard Beale's "Turn off the television" speech in the movie Network. (This assignment would obviously involve having students view the speech first.)

5. Have students write a TV commercial for a product they have created and present it to the class; could be presented via video tape.

6. Have students design an advertisement selling an unnecessary product (old toothbrush, dirty T-shirt, etc.)

7. Have students write an essay exploring the stereotyped view presented by TV commercials on one of the following: the housewife; femme fatale; man's role; children; blacks, etc.

8. Have student groups present debates on the following topics: banning children's advertising; outlawing subliminal advertising; censoring the use of sex/violence; TV-caused harm to family, scholastic abilities; realism in television, etc.

SPECIAL SECTION

GOALS FOR MEDIA LITERACY

GOALS FOR MEDIA LITERACY

1. To understand how media can manipulate viewers.
2. To understand how media can distort concepts of reality.
3. To understand more subtle and high quality programming.
4. To understand the social problems that television can create.
5. To understand the primary mythic force created by the media.
6. To understand how the language of film and television is used to manipulate viewers.
7. To perceive the unique and explorative nature of children's television and how TV helps shape the minds, hearts, and imagination of children.
8. To realize what future media systems will be like and speculate about impact of future media.
9. To appreciate and understand the social, emotional, mythic, personal, and structural qualities that combine to form a powerful, positive, useful and artistic media experience.
10. To develop curriculum to teach many of the above goals to secondary students.

TELEVISION VIEWING HABIT QUESTIONNAIRE

Questionnaire about television watching habits

1. I watch tv because: (3 reasons) 1. _____
   2. _____
   3. _____

2. My favorite tv program is- _____
   I like it because (3 reasons) a. _____
   b. _____
   c. _____

3. My least favotite tv show is _____
   I dislike it because (3 reasons) a. _____
   b. _____
   c. _____

4. How many hours of tv do you watch per day? _____ hrs.

5. When do you watch tv? ____ morning (before breakfast)
   _____ morning (after breakfast)
   _____ during lunch
   _____ after lunch
   _____ in the afternoon
   _____ before dinner
   _____ during dinner
   _____ after dinner
   _____ in the evening from ____ to ____

6. How do you decide to watch tv?
   _____ a. When there is nothing to do.
   _____ b. When you are with a friend.
   _____ c. When there is something good to watch on tv.

7. One way I decide what I watch on tv is _____
   _____.

8. When I do not like a tv show I am watching, I _____
   _____.

9. Would you rather:
   _____ a) read a book
   _____ b) watch tv
   _____ c) play with friends
   _____ d) listen to music or radio
   _____ e) play by yourself

10. What is important to you on a tv show? (on a scale of 1 to 8)

_____ story (plot)	_____ casting
_____ acting	_____ make up
_____ costumes	_____ music
_____ special effects	_____ message or theme

11. Are you aware of background music when you watch a tv show? _____
How does the music help or hinder the show?_____
Give examples._____

12. Think a bit. What is the best thing about tv?_____

13. What are the shows you like with fast moving scenes? Give ex._____
Why do you like these fast moving shows?_____

14. What do you consider a "scary show"? Give examples and tell why.
Do you like these kinds of shows? Why?_____

15. Describe the typical family on a tv show._____
What does the father do?_____
What does the mother do?_____
What does the brother do?_____
What does the sister do?_____
Is your real family like that?__Explain._____

16. What are the every day problems that characters on tv have?_____
How do they solve their problems?_____

17. Have you had similar problems as those shown on tv?_____
How have you solved them?_____

Do you think people in real life behave like the characters on tv?__
Explain._____

18. Do you know any real people who behave like tv characters?__Who?

19. Have you ever behaved like someone on tv?__Who?__Why? Explain.

20. Which tv character looks and behaves most like you?_____

21. Do you believe th ings that happen on tv can happen to you? Give 3 specific examples._____

22. Does any character on tv behave like your dad? Who?_____

23. Does any character on tv behave like your mother? Who?_____

24. Arrange in order of enjoyment: (from 1 to 12)

____cartoons	____nature
____cowboys	____science
____crime	____movies
____specials	____comedies
____adventure	____travel
____drama	____soap operas

25. Which is your favorite cartoon show on tv? Why?_____
_____
What does the main character in the cartoon do that makes it your favorite?_____
_____

26. Which is your favorite cowboy show? Why?_____
_____

27. Which is your favorite detective show? Why?_____
_____

28. Which is your favorite comedy? Why?_____
_____

29. What is your favorite soap opera? Why?_____
_____

30. Are you aware of prejudice against any particular group of people on tv? Explain._____
_____

31. How do the detectives treat the guilty on tv shows? Give ex.
_____

32. Who are the people who commit crimes on the tv shows? Explain.
_____

33. How are the blacks shown on tv? What jobs do they have?
_____

34. How are the Indians shown on tv? What jobs do they ahve?
_____

35. How are Puerto Ricans shown on Tv? What jobs do they have?
_____

36. How are handicapped people shown on tv? What jobs do they have? In which shows do you see them?_____
_____

37. Tell me ten things you have learned from watching tv.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

MEDIA PROJECT OUTLINES

Nick Rukavina
Media Production
Dr. Foster

My project will deal with the sea, sailing and diving as both a mood and documentary piece. The general tone will be one of nostalgia and longing for the pleasant, care-free vacations of the past. The background music has a Caribbean flavor and is taken from two songs by Jimmy Buffet, who specializes in music of this type. The underlying theme is one of dissatisfaction with the typical American life and the attempts by common Americans to grasp some semblance of the basic elements of nature, if only for a short time. The closing shows that we do not have to return to our dilemma if we have the courage to give up security.

Materials needed-

1.) Personal slides covering a span of seven years of diving, sailing and traveling extensively in the Caribbean.
2.) Background music- "Down to the Banana Republics" and "Wonder Why We Ever Go Home" by Jimmy Buffet.
3.) Sound effects- tape of lapping water, splahes of divers entering the water and surrealistic sounds to give the effect of the underwater world.
4.) Cassette player synchronized to slide projector.
5.) Screen for projection.

Sequence for the Slide Presentation

Start tape and let "Banana Republics" set the mood
Start slides with shots of planes, travelers and airports. These are both interior and exterior and from the air.

- Go to shots of small cheap bars with traveler drinking
- Present slides of beautiful scenery
-Start sounds of water lapping and run through a series of sailing shots
- Continue water lapping and go to intro shots of the dive boat
- Two slides of divers entering water with tape of a double splash
- Start underwater tape of sound effects and run the gamut of marine life slides.
- Fade out u/w sounds and fade in with "Wonder Why We Ever Go Home" with shots of divers approaching surface and the dive boat. Slow the pace to show reluctance to leave.
- Continue the song with emphasis on the lonely harmonica sound while slowing the cadence even more with a series of beautiful sunset shots. Hold on the last, most dramatic shot while the song slowly ends.

Laura L. Graham
July 23, 1981

OUTLINE - MEDIA PROJECT

This media project will be the production of an 8mm color film based on the concepts of the two American essays, "Where I Lived, and What I Lived For," from Walden by Henry David Thoreau (1845) and"Walden (June 1939)" by E. B. White.

Specifically, the film will attempt to depict Thoreau's WALDEN : the pure, uncivilized and thus untarnished environment and contrast that with the eventual degeneration of Thoreau's surroundings as depicted by White. The intended atmosphere, hopefully set by the shots and sounds, is to initially experience the serenity and unviolated area and especially find comfort and sensuality in the film so that the viewer is then distressed and agitated by following shots of the present deteriorating environment as White describes.

I intend to give out copies of both of these essays to each member of the class that he/she may be more familiar with the ideas the authors wrote about.

BASIC SCRIPT (tentative)

Thoreau's Walden

#1	sun rise	background: "Morning Has Broken"
#2	sun reflecting on pond	
#3	pan pond	
#4	pond's surface: dragonflies, water bugs, etc.	
#5	wide angle to surrounding trees tipping to rays of sunlight, blue sky, clouds	
#6	focus to pond, sandy bottom - zoom in	
#7	ducks	
#8	steam coming off the lake	

#9 blades of grass - ground level

White's vision of Walden Background:"Child's Anthym"

#10 from blades of grass, appear a lawnmower, ground level close up of grass spewing out

#11 dirty pond, slime covered

#12 beer bottles

#13 dog tearing litter

#14 shirt and "no fishing" sign

#15 trailer and carved statue

#16 swimming dock with "no swimming" sign

#17 Ohio Turnpike sign

#18 cars racing by

#19 newspaper smothering flower

#20 railroad tracks

#21 "dead end" sign

#22 wide shot of moon